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My teaching philosophy is based on (1) my experience as an undergraduate at a private liberal arts university, (2) interacting with and instructing undergraduate and graduate students at the University of Illinois, and (3) developing and delivering methodological guidance and resources for academic affiliates and fellows at the U.S. Office of Evaluation Sciences (OES). These experiences have taught me how to navigate three key dimensions along which students vary: their *level of interest* in substantive and technical subject matter, their *pre-existing skill sets and knowledge*, and (in)equitable *access* to resources.

Students at all levels begin with a varied set of technical skills and substantive knowledge. They also come from diverse backgrounds and can vary widely in terms of interest and motivation. Often preexisting knowledge and motivation are directly related to students' prior experiences and past and current barriers related to race, gender, sexuality, and disability.

In my teaching, regardless of whom I teach to, while I seek to accommodate learners of all types, I have high standards and expectations for all. Whether someone takes introduction to political science as a general education course, an upper level course in international political economy, or an advanced methods course, it is important to set high standards and to make those standards clear and unambiguous. These not only include expectations for student performance, but also honesty and academic integrity.

In practice, enforcing these standards does not preclude compassion. To the contrary, enforcement requires meeting students where they are. It also means giving students a hand up when they fall short. The latter has proved especially true given the uncertain climate COVID-19 has created for many. Something as simple as access to quality Wi-Fi and a safe space to work can be the difference between a student's success or her failure. This is a problem that many educators have had to navigate over the past year and half, and is one I have had to navigate as well. Whether online or in person, demanding standards demand compassion.

While both high expectations and compassion are constants, appropriate methods of teaching and interacting with students vary considerably between and within different groups. For instance, at the graduate level I have for the last four years served as a math camp instructor for new political science graduate students at Illinois. Incoming graduates have differed in terms of the their prior exposure to concepts such as probability, methods such as linear regression, and familiarity with statistical software. This has challenged me to find ways to develop course materials that are simultaneously accessible and useful for both novice and experienced learners.

Individuals also differ with respect to whether they need more hands-on attention and feedback from an instructor or thrive with a hands-off approach. Adapting to different learning styles and needs is pivotal to student achievement. Knowing what works best for certain students requires some trial-and-error, but, above all else, it requires getting to know students, their unique experiences, and diverse needs. It also requires attentiveness to structural barriers to student success and actively seeking out

new ways to accommodate student needs without sacrificing rigor or failing to challenge students to engage with new ideas and develop new skills. These are practices that I have found helpful in the past, and ones I will continue to sharpen and apply in the future.

Teaching Interests

I am interested in teaching at both the undergraduate and graduate levels. I have experience as a TA and independent instructor, and I have experience teaching both in the classroom and online. As a TA, I have led sections of Intro to Political Science for which I lectured, facilitated group discussions, and graded and provided feedback to students. I also served as the instructor of record for an online Intro to IR course. For the past four years, I have served as an instructor for the Political Science Department's math camp for incoming graduate students, developing and teaching crash courses on probability, calculus, linear regression, and documentation and version control. As a methods specialist at OES my responsibilities have included developing methodological guidance and resources for a cross-disciplinary team of social scientists and consultation on the design of randomized and quasi-experimental designs. These experiences, combined with my training in statistics and formal theory and my research and expertise as a student of IR and political economy, have prepared me to teach a wide range of courses. I would feel comfortable teaching introductory and advanced graduate seminars in IR, international or comparative political economy, game theory, research design, and quantitative methods.

Teaching Evaluations

The following table summarizes course evaluations from students for *Intro to International Relations* (Online) and from discussion sections for *Intro to Political Science*. Cell entries are out of 5 and reflect the course average.

	Intro to IR	*Intro to Poli. Sci.*
Teaching Effectiveness	4.0	4.0
Learned Something New	5.0	[a]
Respect for Students	5.0	4.8
Instructor Accessibility	4.25	4.5
Course Quality	4.5	4.2

[a] Not asked